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ABSTRACT

The Detroit Urban Career Education Project served two inner city regions with a combined student population of over 50,000. These regions were involved in a K-12 career education-oriented curriculum project designed to deliver an infused curriculum approach which was in harmony with the objectives of the Michigan Career Education Model. The project provided school staff with the knowledge, skills, and commitment necessary for infusing career development concepts into the curriculum. The initial inservice training for approximately 150 teachers, counselors, and administrators was held during the summer of 1978 and was designed to provide them with the knowledge and skills they would need to implement career education in their classrooms. During the 1978-79 school year, when the career education lessons and units were being implemented, approximately thirty weekly inservice workshops were conducted to help school staff continue development and refinement of the lessons and units. In all, approximately 300 teachers, counselors, and administrators from fourteen elementary, middle, and high schools participated in the inservice training workshops. (This document includes a description of the program structure, workshop goals, and workshop objectives.) (Author/BM)

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CAREER EDUCATION
INSERVICE TRAINING WORKSHOPS
STRUCTURE AND FORMAT
1978 - 1979

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COLLEGE OF EDUCATION

WAYNE STATE UNIVERSITY

U.S. DEPARTMENT OF HEALTH
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GENERAL WORKSHOP SCHEDULE

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INTRODUCTION

In-Service Workshops: Key to Career Education Implementation

A potential labor force of 40,000 students is enrolled in Detroit's high schools, yet only one youth in four is gaining an experience in the world of work. Furthermore, in 1978 the unemployment rate (adjusted for population in the labor force) of non-white teenagers was over three times the unemployment rate for white teenagers. Three, and possibly four, teenagers out of every five in Detroit cannot find employment. Since many of these teenagers are still in school, desire only part-time work, and/or live with their parents, the significance of this situation is likely to be underestimated. The problem will become substantially greater and more apparent should these disappointed teenagers become frustrated adults (Jefferson, New Directions for Business, Labor and Education, April, 1978).

Detroit school officials need to respond effectively to the challenge of providing opportunities for career education training for their students. Detroit school leaders need to increase program capacity and excite student interest in the world of work. The number of youths gaining experience in the world of work should be increased from one in every four youths to at least three in four. The challenge can be two-fold: to increase present program capacity and to develop career opportunities relevant to the needs of students and industry employers.

The preceding paragraphs suggest that Career Education is a needed, exciting and dramatic educational concept whose time has now arrived. It embraces the need for learners to be active participants in their own "becoming" and contributors to the community they are thus prepared to enhance. Career Education can be viewed as the focal point for curricula and instructional realignments toward a new effort to coordinate the goals and resources of society and for a more effective and relevant education. Career education research, development and demonstration is off and running throughout the nation and in Detroit Public Schools--but Career Education has not yet arrived.

Instructional imperatives such as career education are incentives to sensible change but are pressures as well. Development and implementation must be in the curriculum. However well designed on paper and conceptually sound, curriculum plans are meaningless until they reach the student. Implementation demands an effective management and curriculum plan and interested and prepared persons to bring it to life. Helping these persons to develop the commitment and the needed skills and knowledge base to execute such curriculum plans is the challenge facing the in-service training staff.

In-service education is vital to program adoption and implementation. It is a process allowing needs to germinate and grow to full life; it is facilitating the growth of those charged with the various responsibilities identified to be performed.

In-service education, like every other process, has its various phases (i.e., knowledge, commitment and competency) with each requiring its own unique mode. The knowledge phase includes information about career education; that is, the rationale, concepts, objectives and strategies involved. The second phase is commitment. A personal attitude of commitment is necessary if knowledge is to be used correctly. A positive attitude cannot be secured by obtaining knowledge alone It needs interaction, involvement, participation and identification. Competency, the third phase, involves a combination of information and skills. For competency to exist there must be opportunity to observe, to practice, to experiment, to prepare, to transact, to evaluate, to receive prompt feedback regarding style and effectiveness--plus the opportunity to try again.

There are other phases, but these few served as a basis for designing the present in-service workshops. The reason for citing these was to suggest high priority tasks that will be addressed and the possible methods by which these tasks can be achieved.

Finally, in-service in career education cannot be viewed as a frill or an add-on to the present program. It must be considered as an integral feature, not one that occurs a few days before school opens, after school, or only in the summer. It must be woven into the ongoing, substantive, procedural and organizational fabric of the system.

PROGRAM STRUCTURE

The vital role of the teacher and in-service program in career education was exemplified by the Detroit Urban Career Education Project. The project serves two "inner-city" regions (Detroit is a decentralized school system with nine regions) with a combined student population of over 50,000. The selected regions were involved in a K-12 career education oriented curriculum project designed to deliver an "infused" curriculum approach for students in the Northeastern and Southeastern high school constellations that was in harmony with the objectives of the Michigan Career Education Model.

The project seeks to provide teachers, counselors and administrators with the knowledge, skills and commitment necessary for infusing career development concepts into the school system as an integral part of the total K-12 curriculum.

The initial in-service training for approximately 150 teachers, counselors and administrators was held during the summer of 1978 (June 19-June 30, 1978). The two-week workshop was designed to provide school staff members with the knowledge and skills they would need to implement career education in their classrooms. Activities included examination of the Common Goals of Michigan Education and the goals of Region One and Eight, development of career education goals and objectives, and identifying and using various kinds of resources.

While acquiring expertise in career education planning and implementation, school staff members were also given the opportunity to develop instructional lessons and units that infused career development and the subjects they teach. These career education oriented lessons and units have become part of the classroom activity during the first semester of the school year and are being tested and revised as necessary.

Weekly In-service Workshops

During the 1978-79 school year, when career education lessons and units were being implemented, approximately 30 weekly in-service workshops were conducted to help school staff members to continue development and refinement of infused lessons and units and to help school staff members overcome any problems that may have developed during the initial implementation phase.

Phase I

Twenty workshops were completed during the first semester of the school year (September, 1978 to January, 1979), i.e., ten in-service training sessions for 50 elementary teachers, counselors and administrators and ten training sessions for 50 middle school and high school staff members. The in-service workshops were held on Monday or Tuesday of each week at either Northeastern High School (for Region One school staff members) or Southeastern High School (for Region Eight school staff members). Both facilities are centrally located and easily accessible to teachers from the respective regions.

Phase II

During the second semester of the school year (February, 1979 to May, 1979), nine in-service training sessions by content area were held for approximately 200 teachers, counselors, administrators and paraprofessionals. Specifically, the purpose of the workshops was to relate career education techniques and methods to the following disciplines:

- Social Studies
- Mathematics
- Science
- English, Language Arts, Reading
- Music, Art
- Vocational Education (e.g., Home Economics, Industrial Arts)
- Business Education, Distributive Education
- Physical Education and Health
- Support Services (i.e., counselors and administrators)

Workshops were held on Monday of each week, and the location was rotated among the four middle schools (i.e., Spain, Foch, Knudsen and Remus Robinson) to motivate and facilitate participant attendance.

The weekly workshop portion of the Urban Career Education Project was designed to be flexible in its scheduling, resources, and emphasis. Its direction came directly from staff-expressed needs through requests for assistance.

In general, there were two major areas on which this portion of the staff development program focused. One area involved those initial needs related to the continued development and refinement of infused lesson plans. This portion of the staff development program also involved assisting school staff members in the use of new materials and teaching strategies that are part of the career education program.

The second major area was concerned with school staff needs related to support programs designed to assist teachers and students in meeting their career education objectives. As one is involved in program delivery, he or she will find needs related to:

1. Community involvement strategies
2. Use of student data for effective teaching
3. Team relationships with school counselors
4. Career information program
5. Evaluation techniques and procedures

Through a continual school staff reassessment program design, weekly in-service activities were centered around the needs of those staff members.

Ways of meeting these school staff needs included the use of resource persons, resource centers and self-instructional packets. A variety of techniques (such as small group problem solving activities, make-and-take workshops, miniversity, etc.) were utilized to provide maximum opportunities for exchanging ideas and for revealing and reviewing new learning experiences.

In summary, the following goals best express the intent of the weekly in-service training process:

1. To insure that all staff involved with the delivery of career education are continually informed of the rationale and methods of infusing career education into the existing program.
2. To provide information about the resources that are available and opportunities to develop needed materials that do not exist.

3. To provide time and setting to interface with other staff to exchange knowledge, opinions and questions during the implementation phase.

4. To keep staff advised as to support programs or materials that will assist them in meeting their instructional objectives.

5. To relate career education techniques and methods to a wide variety of disciplines (e.g., Mathematics, Science, Social Studies, etc.).

Selection of Workshop Participants

Approximately 300 teachers, counselors and administrators from 14 elementary, middle and high schools participated in either Phase I (September, 1978 to January, 1979) or Phase II (February, 1979 to May, 1979) of the weekly in-service training workshops. All teachers, counselors, administrators and paraprofessionals in schools associated with the Urban Career Education Project were eligible to attend the workshops and were encouraged to participate by either the building principal or the career education coordinator. High priority, however, was accorded individuals who served on the building level Career Education Steering Committee, as the committee members were expected to conduct workshops in their respective buildings as well as elicit involvement and support of other staff members.

STAFF DEVELOPMENT CHANGE MODEL

One of the exciting challenges of working with the Urban Career Education Project has been the opportunity to design and test an in-service model. It was challenging because the in-service training staff accepted the position that if in-service education is to be successful in effecting behavioral change, two important conditions must exist. First, the program must be designed to meet the needs, interests and concerns of the clientele it serves, and second, the clientele must have a voice in determining the ways and means that are used to alleviate their concerns. In addition, the program must allow for the modern process of group dynamics, for practical approaches to identifiable problems and for horizontal and vertical communication.

As shown in Figure 1, the first step in the in-service model was to provide school staff members (e.g., teachers, counselors and administrators) with a general orientation to the concept of career education and a specific orientation to the Urban Career Education Project. The first step was designed to help the school staff perceive career education as a desirable model for publication by providing them the opportunity to share their ideas and concerns. Several important goals were identified for the general orientation process:

1. To define career education and to identify the outcomes sought.
2. To clarify the roles and responsibilities of cooperating agencies (Detroit Public Schools, Wayne State University, USOE).

3. To explain procedures used for infusing career education concepts and goals into refined lesson plans.

4. To clarify the roles of the Business Coordinator and the Community Coordinator.

5. To explain program implementation and evaluation procedures (Deliverable I and II).

6. To develop and maintain positive attitudes toward career education.

7. To help school staff members perceive career education as an evolutionary development designed to better motivate and meet the needs of all students.

The second step in the sequence involves providing teachers, counselors and administrators opportunities to identify or delineate their respective needs. This implies that school staff members should be deeply involved in the analysis of regional and individual school needs. School staff members were also involved in goal setting, identification of objectives and producing specifications for the program development component.

In step three, the goals and objectives generated by school staff members served as a basis for designing and planning weekly in-service training sessions. In addition, the in-service training staff used their experiences, knowledge, current research findings and the results of model in-service programs tried elsewhere as sources for identifying appropriate in-service strategies.

The in-service program to this point has offered teachers, counselors and administrators some general information about the career education concept and limited involvement in the workshop design and implementation. The task in step four was to provide further in-service experience that would permit

school staff members to significantly change student behavior in the classroom. The focus of experiences in this phase was to introduce school staff members to resources and instructional strategies that would facilitate the implementation of infused lesson plans into their classrooms.

A process was established whereby school staff members could communicate with the building in-service coordinator regarding their needs. Needs were then classified into broad categories as follows:

Infused Lesson Plan Related

1. Content
2. Strategies Methods (instructional, guidance, administrative)
3. Resource (acquisition, development and utilization)

Other Concerns, Issues, Problems

1. Community involvement
2. Career information
3. Guidance and counseling support
4. Evaluation techniques

Using the above process, the building coordinators could identify needs immediately and respond accordingly.

Finally, in step five, formative and summative evaluation procedures were used to monitor implementation, collect data and assess program discrepancies. Data were evaluated and analyzed by the in-service training staff and appropriate revisions in the workshop design and/or strategies made where needed.

In preparing to design the staff development change model for the Urban Career Education Project, the in-service training staff looked to some of the basic principles of successful in-service education. While many sources were reviewed and used, the following 15 learner and learning concepts (as developed by Alfred Gorman in Teachers and Learners: The Interactive Process Education, Allyn and Bacon, Inc., 1969, pp. 13-14) served as the primary theoretical and empirical base.

1. Learners (and teachers) bring with them to the classroom a cluster of understandings, skills, appreciations, attitudes, and feelings that have personal meaning to them and are in effect the sum of their reactions to previous stimuli.

2. Learners (and teachers) are individually different in many ways, even when grouped by ability.

3. Learners (and teachers) have developed concepts of self which directly affect their behavior.

4. Learning may be defined as a change in behavior.

5. Learning requires activity on the part of the learner. He should not be passive.

6. Learners ultimately learn what they actively desire to learn; they do not learn what they do not accept or come to accept.

7. Learning is enhanced when learners accept responsibility for their own learning.

8. Learning is directly influenced by physical and social environment.

9. Learning occurs on successively deeper levels.

10. Learning is deepened when the learning situation provides opportunity for applying learning in as realistic a situation as is feasible.

11. Learners are motivated when they understand and accept the purposes of the learning situation.

12. Learners are motivated by success experiences.

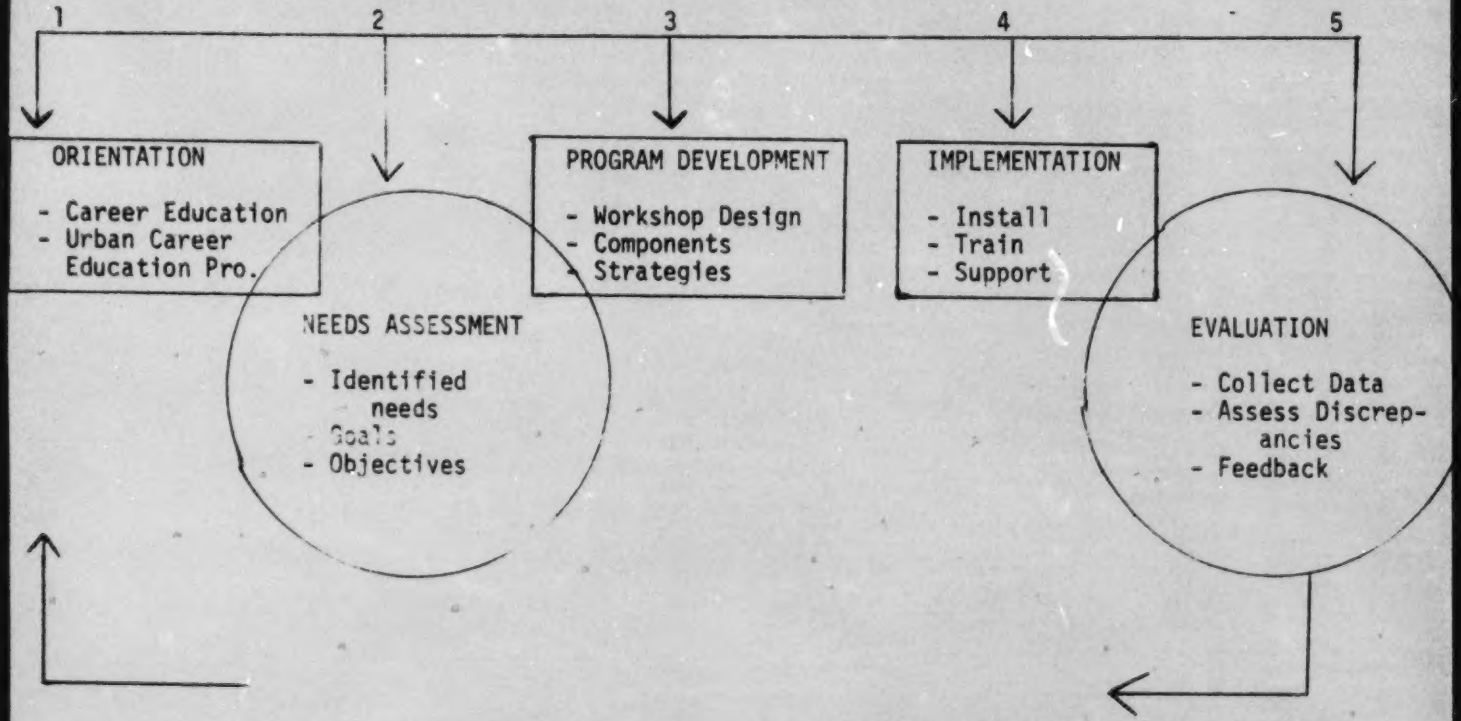
13. Learners are motivated by teacher acceptance.

14. Learners are motivated when they can associate new learnings with previous learnings.

15. Learners are motivated when they can see the usefulness of the learning in their own personal terms.

Observing these learners and learning concepts in any in-service education program (and the resulting change in classroom practices) contributed to the effectiveness of student learnings.

STAFF DEVELOPMENT CHANGE MODEL



IN-SERVICE TRAINING STAFF

The completion of the tasks identified on the following pages were accomplished by two members of the faculty of the College of Education, Wayne State University, with assistance from the Urban Career Education Project Director and eight career education coordinators employed by Detroit Public Schools. The task involving the recruitment and selection of participants, designing and planning in-service training sessions and the training of teachers, counselors and administrators in the infusion process was conducted at sites selected by the Project Director in consultation with the Wayne State University Curriculum Consultant and the seven coordinators. All other tasks were completed on the campus of Wayne State University.

In-service Staff

Project Director	Ms. Patricia Pettress School Center Building Detroit Public Schools
Curriculum Consultant	Dr. Robert Henderhan Associate Professor College of Education Wayne State University
Teacher Training Coordinator	Dr. Burnis Hall Associate Professor College of Education Wayne State University
Coordinator	Ms. Dorothy T. Hall Northeastern High School Detroit Public Schools

Coordinator	Mr. Thomas Kabrovich Foch, Remus Robinson Middle Schools Detroit Public Schools
Coordinator	Ms. Jean White George, Campbell, William Elementary Schools Detroit Public Schools
Coordinator	Ms. Carole Anderson Lillibridge, Keating, Stark Elementary Schools Detroit Public Schools
Coordinator - Resource Center	Ms. Ruth Anderson Scripps, George Elementary Schools Detroit Public Schools
Business Coordinator	Mr. William Batchelor Detroit Public Schools

IN-SERVICE WORKSHOP GOALS

The following list of goals is intended to reflect those aspects of the Urban Career Education Project which relate to Career Education content implementation for the 1978-79 school year. These goals are presented and should be understood as "general participant outcomes."

PHASE I

Workshops	Goal
1, 2, 3, 4	1. To understand the intent, thrust and structure of the weekly workshops.
	2. To understand the Career Exploration concept as it relates to the Michigan Career Education Model.
	3. To reaffirm the format and sequence of an infused content Career Education lesson plan.
	4. To understand the importance of participant input in designing and planning the weekly workshops.
5, 6, 7, 8	5. To understand the need for submission of Deliverable I and II.
	6. To know the purposes and functions of the Business Coordinator.
	7. To know the purposes and functions of the Community Coordinator.
	8. To know the meaning of the 15 Career Education Instructional Goals.
	9. To understand the methods and procedures for developing Career Education instructional goals.

IN-SERVICE WORKSHOP GOALS: PHASE I

Workshops	Goal
9, 10, 11, 12	10. To know strategies and activities for infusing Career Education concepts into existing curriculum.
	11. To know selected resources that facilitate the use of Career Education strategies and activities.
13, 14, 15, 16	12. To reaffirm infusion Planning Guide and method.
	13. To know specific instructional unit for which infused lessons will be developed.
	14. To understand how the instructional unit is related to the Lesson Topic Outline, subject content and Career Education Goals.
17, 18, 19, 20	15. To understand an organizational model that will facilitate the implementation of supplementary instructional programs into the ongoing curriculum.
	16. To know procedures that will further pupil achievement through the provision of an instructional approach emphasizing individualization and variety in lessons.

IN-SERVICE WORKSHOP GOALS: PHASE II

Workshops	Goal
21	1. To know strategies and instructional activities for infusing career education concepts into the Social Studies content area.
	2. To know selected resources for obtaining career education strategies and activities that are related to Social Studies.
22	3. To help participants understand how the field of Mathematics relates to selected occupations.
	4. To demonstrate a variety of strategies and activities that will help students relate Mathematics to learning, living and working in the real world.
23	5. To acquire knowledge and skills necessary to implement the "Health Career Exploration Unit" in the Science content area.
	6. To know career exploration activities and strategies that will supplement present career education activities in the Science content area.
24	7. To know the Michigan Model of Career Education and how it relates to Language Arts, Reading and English.
	8. To understand how the Comprehensive Career Education Model (CCEM) units are related to English, Language Arts and Reading.
	9. To know Career Education activities that can be infused into Language Arts, English and Reading.

IN-SERVICE WORKSHOP GOALS: PHASE II

Workshops	Goal
25	10. To know how to infuse Career Education concepts into the Art curriculum with emphasis on art occupations.
	11. To apply knowledge and skills gained in previous workshop sessions in developing infused Art activities.
26	12. To know a systematic procedure for developing infused career education units in Vocational Education.
	13. To know instructional activities that facilitate the infusion of career education concepts into Industrial Arts and Vocational Education classes.
27	14. To know and understand the benefits of Distributive Education classes and the role of Distributive Education Clubs of America (DECA).
	15. To know infusion activities and strategies that relate career education to Business Education.
28	16. To know and understand how to use the Michigan Department of Education "Instructional Resource Guides" in selecting activities that infuse career education concepts into Health and Physical Education.
29	17. To understand the role and function(s) of counselors regarding the infusion of career education concepts into counseling services.
	18. To know methods and procedures that parents, counselors and administrators could use to facilitate career awareness, exploration and planning for students.

WORKSHOP OBJECTIVES

There are 51 specific objectives (outcomes) presented in the available detailed workshop description (i.e., Phase I and II). Each of these specific outcomes is a mirror reflection of one of the general outcomes listed on the preceding pages, and each of these specific outcomes is also demonstrable and observable. Hence, only the critical specific outcomes are listed below in summary form.

Specific Outcomes

Overview

The participants will list, define or otherwise demonstrate knowledge of all content specified or implied in the general outcomes.

Specific Outcomes

1. Each participant will identify and rank at least three problems, issues or concerns that the in-service training staff should consider in designing and planning the weekly workshops.

2. Each participant will produce and submit at least three infusion activities that could be used in the classroom.

3. Each participant will produce and submit an instructional unit with specific activities that infuse career education concepts as an integral part of the unit.

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
	Coffee/Registration		
3:30 - 4:30	General Introduction to Workship General discussion of Career Education Reinforce workshop intent and purpose Formal introduction to workshop coordinators Specific notation on general and specific workshop tasks and products	1. To know the general aspects of the topics covered	1.1 To be able to ennumerate workshop intent and process with aid from workshop guide 1.2 To be able to identify by name the principal workshop coordinators 1.3 To be able to ennumerate the tasks and products required

SPECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
1.1 1.2 1.3	Teacher-Learners	Lecture/Demonstration with Questions	The participants will listen, observe and enter into clarification questions as required.	3:30 - 4:30

WORKSHOP #1, 2, 3, 4

ECIFIC TCOME	RESOURCES	EVALUATION	COMMENTS
1.1 1.2 1.3	Materials Overhead Projectuals Slides/Audio Worksheet to accommodate specific outcomes 1.1, 1.2, 1.3, Equipment Overhead Projector Slide Projector Tape Playback Unit	Participants will be provided with a simple notation sheet on which they will be required to indicate knowledge of specific outcomes 1.1, 1.2, 1.3,	

WORKSHOP FORMAT

TIME FRAME	TOPIC	GENERAL OUTCOME	SPECIFIC OUTCOME
30 - 5:30	Identification of Relationships between Career Education and classroom activities	To know how Career Education components relate to classroom activities.	To list classroom activities and match them with Career Education components. At least four such relationships will be made and described as to function and meaning.

PECIFIC OUTCOME	TACTIC	METHOD	ACTIVITIES	TIME SEQUENCE
1.1 1.2 1.3	T - L L - L	Lecture/Demonstration Group Discussion	Participants will receive guided instruction in both lecture and small group format.	

SPECIFIC OUTCOME	RESOURCES	EVALUATION	COMMENTS
1.1 1.2 1.3	<u>Materials</u> Overhead Projectuals Vis-u Pens Flip Charts <u>Equipment</u> Overhead Projector Flip Charts	Each group will have listed at least four activities and corresponding Career Education components. Each group will also describe the relationships derived. This will be accomplished on forms provided.	

WORKSHOP #5, 6 - ELEMENTARY SCHOOLS

W O R K S H O P F O R M A T

Time Frame	Topic	General Outcome	Specific Outcome
3:30 - 3:45	Deliverable I	1. Produce Deliverable I	1.1 Fill out Deliverable I
3:45 - 4:00	Business Coordinator	2. To know purposes and functions of Business Coordinator	
4:00 0 4:15	Community Coordinator	3. To know purposes and functions of Community Coordinator	
4:15 - 5:20	Career Education Instructional Goals	4. To know the meaning of each Career Education instructional goal	4.1 Create a written definition of each Career Education instructional goal
			4.2 Delineate Career Education goal and meaning
5:20 - 5:30	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
4.1	Pupil - Pupil	Small group interaction and discussion	The large group will be divided into groups of 3's or 4's to discuss meaning of assigned Career Education instructional goals and create written definitions	4:10 - 5:00
4.2	Pupil - Pupils	Presentation. Reporting clarifying	Chairpersons will report	5:00 - 5:20

Specific Outcome	Resources	Evaluation	Comments
4.1	- 20 pages of newsprint - 10 magic markers - masking tape - additional copies of Career Education instructional goals - meaning sheets - copies of Deliverable I - copies of In-service workshop goals		

WORKSHOP #7, 8 - MIDDLE AND HIGH SCHOOLS

W O R K S H O P F O R M A T

Time Frame	Topic	General Outcome	Specific Outcome
3:45 - 4:00	Deliverable I	1. Produce Deliverable I	1.1 Fill our Deliverable I
4:00 - 5:00	Career Education Instructional Goals	2. To know the meaning of each Career Education instructional goal	2.1 Create a written definition of each Career Education instructional goal
5:00 - 5:35	Consensus Meaning of each Instructional Goal	3. To know the meaning of each Career Education instructional goal	3.1 Small groups will be able to delineate Career Education goal meaning
5:35 - 5:45	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	P - P	Small group interaction and discussion	The large group will be divided into groups of of 3's or 4's to discuss meaning of assigned Career Education instructional goals and create written difinitions	4:00 - 5:00
3.1	P - P	Reporting, clarifying revising	Chairperson from each group will report group concensus meaning for each assigned career education instructional goal	5:00 - 5:35

Specific Outcome	Resources	Evaluation	Comments
2.1	- 15 pages of newsprint - 10 magic markers - masking tape - copies of career education instructional goals - meaning sheets - copies of Deliverable I - copies of In-service workshop goals		

WORKSHOP #9, 10 - ELEMENTARY SCHOOLS

W O R K S H O P F O R M A T

Time Frame	Topic	General Outcome	Specific Outcome
3:30 - 3:45	Deliverable I	1. Produce Deliverable I	1.1 Fill out Deliverable I
3:45 - 5:20	Infusion Strategies and Activities	2. To know strategies and activities for infusing career education into regular classrooms	2.1 Participant will be able to apply at least three career education activities/strategies in their classrooms
	Resources for Infusion Strategies and Activities	3. To know selective resources for obtaining strategies and activities for infusing career education into regular classes	3.1 Participants will be able to identify and describe at least two major resources for obtaining career education activities
5:20 - 5:30	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	Teacher - Student	Lecture - demonstration individual and small group activities	2.1 Participants will list 5 ways in which they are different from other members in the workshop	3:45 - 4:15
			- Participants will complete the below instruments: "My Facts and Figures" "Foods We Like" "Our Favorite Things" "A Riddle About Me"	
			- Participants will complete the above charts for themselves and then list the same information from five other workshop members. - Selected participants will read their "Riddle" to the group members - Participants will place their name on back of "Riddle" and post around the room	
			2.12 Large group will be divided into groups of 2's	4:15 - 4:40
			- Each group will select an occupational cluster and make a collage of people performing their role or occupation	

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	T - S	Lecture - demonstration individual and small group activities	2.13 Divide participants into two teams each team will be provided with 5 pictures of different occupations - Each group will non-verbally role-play one of the occupations and the opposing team has 3 opportunities to guess the profession - Teams will alternate and the team with most points wins	4:40 - 5:00
3.1	T - S	Demonstration	3.1 The resources for Objective 2, will be identified and use of, carefully explained demonstrated	5:00 - 5:20

Specific Outcome	Resources	Evaulation	Comments
2.1	Self - Awareness Forms - (50 of each) "My Facts and Figures" "Foods We Like" "Our Favorite Things" "A Riddle About Me" - masking tape - magazines with pictures of people - magic markers (15) - paste (15 bottles) - poster boards (15) - scissors (15) - handout with 15 cluster and related jobs - 10 pictures of different occuptations - Michigan Department of Education Booklets "Ideas for Activities - Teachers (10) "Ideas for Activities - Guidance (10)		

WORKSHOP #11, 12 - MIDDLE AND HIGH SCHOOLS

W O R K S H O P F O R M A T

Time Frame	Topic	General Outcome	Specific Outcome
3:45 - 4:00	Deliverable I	1. Produce Deliverable I	1.1 Fill our Deliverable I
4:00 - 5:15	Career Education Infusion Strategies and Activities	2. To know strategies and activities for infusing career education into regular classroom	2.1 Participants will be able to apply at least 3 career education activities/strategies in their classrooms
5:15 - 5:35	Resources for Infusion Strategies and Activities	3. To know selected resources for obtaining strategies and activities for career education infusion	3.1 Participants will be able to identify and describe at least two major resources for obtaining career education activities
5:35 - 5:45			

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	Teacher - Student	Lecture - demonstration small group interaction	2.1 Large group will be divided into groups of 2's or 3's - Each group will select an occupational cluster and make a "collage" of people performing their role/occupation - Collage will be "posted" around the room	4:00 - 4:30
			2.12 Participants will individually complete the "Personal Work Qualities Check List" - After completion of check list, they should decide which personality type they tend to be and how this relates to certain occupations	4:30 - 4:45
			2.13 Participants will complete a "Fact Sheet" and use this form and a "Resume' Example" to complete a chronological Resume'	4:45 - 5:15
			3.1 Resources for Objectives 2 will be identified and specific information given regarding use	5:15 - 5:35

Specific Outcome	Resources	Evaluation	Comments
2.1	- masking tape - magazines with pictures of people - magic markers (15) - paste (15) - poster boards (15) - scissors (15) - handouts with 15 clusters with related jobs Forms: "Personal Qualities Checklist" "Personality Profile" "Job List" - "Fact Sheets" (50) - "Chronological Resume'" (50) - lined paper (200 pages) - 2 examples of Resumes' (50)		
3.1	-27 Career Exploration Units - Michigan Department of Education Booklets "Ideas for Activities - Teachers (10) "Ideas for Activities - Guidance (10)		

WORKSHOP #13, 14 - ELEMENTARY SCHOOLS

W O R K S H O P F O R M A T

3:30 - 3:45	Deliverable I	1. Produce Deliverable I	1.1 Fill our Deliverable I
3:45 - 5:20	Developing Career Education Activities for Classroom Use	2. To "make" career education activities utilizing selected resource materials	2.1 Participants will utilize the Michigan Department of Education "Activities Guides and the Wayne County Intermediate School District "Career Education Exploration" materials to "Make" at least 3 activities for use in their classrooms
5:20 - 5:30	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	Student - Student	Individual and small group interaction	2.1 Each participant will select at least three activities from the below listed materials: "Ideas for Activities - Teachers" "Ideas for Activities - Guidance" "Career Exploration Units"	3:45 - 4:05
			- After selection of appropriate activities each participant will "make" at least three for use in his/her classroom	4:05 - 5:20

Specific Outcome	Resources	Evaluation	Comments
2.1	- masking tape - magazines with pictures of people - magic markers (10) - past (7bottles) - poster board (20) - scissors (15) - 27 Career Exploration Units - Michigan Department of Education Booklets "Ideas for Activities - Teachers (15) "Ideas for Activities - Guidance (15)	2.1 Each teacher will successfully "make" and "take" three activities for Infusing career education into his/her classroom	

WORKSHOP #15, 16 - MIDDLE AND HIGH SCHOOLS

W O R K S H O P F O R M A T

Time Frame	Topic	General Outcome	Specific Outcome
3:30 - 3:45	Deliverable I	1. Produce Deliverable I	1.1 Fill out Deliverable I
3:45 - 5:10	A Demonstration of Teacher-Developed Infusion Activities	2. Selected teachers will demonstrate career education activities	2.1 Participants will select three career education activities for demonstration
5:10 - 5:25			2.2 Each teacher will duplicate his or her career education activity and share with other participants

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	Student-Student	Demonstration, small group interaction	2.1 Large group will divide into groups of 3's or 4's - Each group will select a teacher developed career education activity for demonstration - A participant from each group will demonstrate the selected activity	3:45 - 5:10
			2.2 Each participant will duplicate and distribute his/her activity to all workshop participants	5:10 - 5:15

Specific Outcome	Resources	Evaluation	Comments
2.1	- masking tape - magazines with pictures of people - magic markers (10) - paste(7 bottles) - poster boards (20) - scissors (15) - 27 Career Exploration Units - Michigan Department of Education Booklets "Ideas for Activities - Teachers (15) "Ideas for Activities - Guidance (15)	2.1 Each teacher will successfully "make" and "take" three activities for Infusion career education into his/her classroom	

WORKSHOP #17, 18, 19, 20 - ELEMENTARY, MIDDLE AND HIGH SCHOOLS

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
3:30 - 3:45	Deliverable I	I. Produce Deliverable I	1.1 Fill out Deliveralbe I
3:45 - 4:30	Infusing Career Education Into Unit Planning	2. To provide teachers with an organizational model which will facilitate implementation of supplementary instructional programs into the curriculum	2.1 Teachers will identify careers that can be related to the various subject areas 2.2 Teachers will list and develop a variety of activities that can be utilized to teach designated skills 2.3 Teachers will identify and become familiar with the various elements of an instructional unit.
4:30 - 5:20	Practicing the Infusion Process	3. To further pupil achievement through the provision of an instructional approach emphasizing individualization and variety in lessons.	3.1 Teachers will write a unit infusing career education into the curriculum
5:20 - 5:30	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1 2.2 2.3	Teacher - Student	Demonstration and lecture	2.1 - Participants will read handout on rationale for unit planning 2.2 2.3 - As a total group brainstorm skills that each teacher will teach next week - List brainstorm skills on board - Brainstorm jobs that are related to each skills - List concepts and attitudes that are related to listed skills and related jobs - Brainstorm activities that will utilized to infuse skills and jobs - Identify units (subject content) and relate skills, jobs, concepts and attitudes - Summarize the above procedure	3:45 - 4:30
3.1	Student-Student	Small Groups	3.1 - Participants will be divided into groups of 3's - Each person will develop a unit infusing career education concepts with the assistance of other group members	4:30-5:20

Specific Outcome	Resources	Evaluation	Comments
2.1	- Unit Instruction Form (100 copies)		
2.2	- Workshop Evaluation Form (100 copies)		
2.3	- Rationale for Unit Planning (100 copies)		
3.1			

WORKSHOP #21 - SOCIAL STUDIES

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
4:00 - 5:30	Infusing Career Education into the Social Studies Content Area	1. To Know strategies and instructional activities for infusing career education concepts into the Social Studies content area	1.1 Participants will name occupation held by his/her parents, close relatives and neighbors, etc. 1.2 Participants will be able to name "People" and "Thing" type of occupations that are related to t Social Sciences. 1.3 Participants will know how to fin the "Employment Wanted" advertise ments; cut out ads and list parti cular qualities offered. 1.4 Participants will be able to make collage out of pictures they find related to the occupational theme of "Social Studies"

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
5:30 - 5:50	Resources for Infusion Strategies and Activities Related to Social Studies	2. To Know selected resources for obtaining career education strategies and activities that are related to Social Studies	2.11 Participants will be able to Identify and describe at least three major resources for obtaining indusion strategies related to the content area of Social studies. 2.21 Participants will select two activities from an identified resources and describe how selected activities can be used in their classrooms.
5:50 - 6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1	Teacher - Student Student - Student	Mini-lecture, demonstration, small group interaction	1.11 Facilitator distributes "Jobs I Know" worksheet and instructs each participant to complete it by asking those indicated on the sheet what their jobs are. During a subsequent session the participant are to share their findings. Facilitator leads a brief discussion on the many difference (if any exist) in jobs that are available to both men and women. "Jobs I Know" worksheet worksheet may be displayed so that other group members can have the opportunity to more closely examine them.	4:00 - 4:15
	Student - Student	Demonstration, small group interaction	1.21 Participants will guess what occupation has been pinned to their backs Ahead of time, print a set of 3 X 5 cards with "people" type occupations and a set with "things" type occupations. These categories may be used as a clue for the students if you wish or discussed later. Do an example of what kinds of questions to ask. Place cards on back of participants. Participants may ask each other only questions that can be answered by yes or no find out what occupation they are. When they find out, place on board. After everyone has discovered their occupation, use the second set of cards.	4:15 - 4:30

Specific Outcome	Tactic	Method	Activities	Time Sequence
	Teacher -Student	Demonstration	1.31 Show students how to find the classified section of the paper Have students cut out nine ads Paste the classified ads on a piece of paper Under each ad, write the qualities wanted	4:30 - 5:00
	Student-Student	Demonstration, small group interaction	1.41 Put sheets of job clusters on bulletin board Gather material and set out Go over job clusters and what a poster or collage is Have participants begin. They could work in pairs or groups if you want. Stress neatness.	5-5:30
	Teacher-Student	Demonstration	2.11 Resource for Outcome #2 will be identified and specific information given regarding use. Participants will review identified resources and select 2 activities for use in their classrooms	5:30 - 5:50

Specific Outcome	Resources	Evaluation	Comments
1.1 1.2 1.3 1.4	- "Jobs I Know Worksheet" - Twice as many 3 x5 cards as you have students - pins or tape - a classroom set of daily newspaper - paste - scissors - magic markers, scissors, paste, poster board - rulers, and as many different magazines as possible - sheets with jobs in clusters for bulletin board		
2.1	- 15 career exploration units - 40 Practical Life Skill modules - Michigan State Dept. of Education Booklets -Ideas for Activities - Teacher -Ideas for Activities - Guidance		

WORKSHOP #22 - MATH

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
4:00-5:00	Infusing Career Education into the Mathematics Curriculum	1. To help participants understand how the field of mathematics relates to selected occupations	1.1 Participants will create two posters: a) List of mathematics careers broken into categories; and b) List of two careers from the above categories with pertinent information about careers.
5:00-5:50		2. To demonstrate a variety of strategies and activities that will help students relate mathematics to learning, living, and working in the real world.	2.1 Participants will complete at least three activities related to learning, living and work and explain one activity to small group members.
5:50-6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1	Teacher-Student	Lecture - individual and small group interaction	1.11 Divide participants into small groups (4-5) and "brainstorm" a list of jobs that are directly related to mathematics. 1.12 Categorize jobs into two areas, i.e. "People working with" or "Things working with" 1.13 Participants will select one job from each category and list information concerning: - education requirements - employment prospects - main work tasks or duties - skills needed, salary, hourly wage, etc. 1.14 Selected participants will volunteer to share findings with total group.	4:00-5:00
2.1			2.11 All participants will complete at least two of the three activities listed below: a) Have participants look through equipment catalogs of all types of radios, record players, stereos, tape recorders, CB radios, etc. - Each participant will shop for whatever he likes and add up price plus tax. - Give participants a list of annual incomes of various math jobs. Ask participants to break down income to monthly and weekly totals.	5:00-5:50

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	Teacher-student Student-student	Individual and small group interaction	- Compare amount of total "purchase" with weekly income in the various jobs. - What are the results? Shop for more or less expensive equipment according to job income. b) Have participants locate various Michigan cities on map by giving them the coordinates - Have students calculate the mileage by car - Allow students to plan a trip and figure cost of gasoline for trip. c) - Have a total group discussion on budgeting procedures and techniques for a family - Give participants a hypothetical family setting and ask them to prepare a budget for this setting. - Break participants into small groups and discuss with each other how realistic this budget is.	

Specific Outcome	Resources	Evaluation	Comments
1.1			
2.1	Crayons 15 Rulers 30 poster boards Catalogues from music shop, discount houses, retail dealers, wholesaler Job catalogs Yearbook "occupations" Career Encyclopedias Michigan road maps (25) Pencil and paper A cartesian plane		

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
	Infusing Career Education concepts into General Science	1. To acquire knowledge and skills necessary to implement the "Health" career exploration unit.	1.1 Participants will be able to name and describe the major sections in the "Health" career education unit.
			1.2 Participants will be able to give a general overview of the science occupations in the health unit.
		2. To know instructional strategies that are activity-centered and provide students with an in-depth view of the real world.	2.1 Participants will be able to administer and interpret self-assessment tests related to science occupations.
			2.2 Participants will present and explain at least one error in Health Career Exploration unit.
		3. To know career exploration activities and strategies that will supplement present career education activities	3.1 Participants will specify in detail a step-by-step plan for implementing Health unit in their classrooms.
5:50-6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1	Teacher-student Student-student	Lecture, demonstration Small group interaction	1.1a Facilitator will divide participants into small groups (3-5 members), within each group, members will be assigned a health role	4:00-5:15
			1.1b Participants will become familiar with their respective roles	
			1.1c Using a simulation of a medical disaster, each group will respond appropriately.	
2.1	Teacher-student	Discussion, individual reaction	2.1 Small groups will brainstorm jobs related to "medical emergency" simulation	5:15-5:40
			2.2 Administer "Personal work qualities checklist," interpret results with participants.	
3.1	Student-student	Small group interaction	3.1 Small groups help each member in generating procedures and methods for utilizing "Health Unit" in their classrooms.	5:40-5:50

Specific Outcome	Resources	Evaluation	Comments
1.1 2.1 3.1	-20 Health Career Exploration Units -20 Resource Kits for Health Units -5 maps of Beltville -5 First Aid Books -Overhead projector and screen Resource Consultant Mrs. Yvonne Rush Detroit Public Schools		

WORKSHOP #24 - English, Language Arts, Reading

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
	Infusing Career Education concepts into Language Arts, English, and Reading, K-12	1. To know Michigan Model of Career Education and how it relates to Language Arts, Reading, and English.	1.1 Participants will list Career Development components of Michigan Model and explain how these are related to life roles of living, learning and working.
		2. To know Career Education activities that can be infused into Language Arts, English, and Reading.	2.1 Participants will enumerate steps for planning a unit infusing career education into Language Arts, English, Reading.
			2.2 Participants will describe a process for generating and identifying activities to career education concepts into Language Arts, Reading and English.
		3. To understand how CCEM units are related to English, Language Arts, and Reading.	3.1 Participants will identify two activities from CCEM units to use in their classrooms.
			3.2 Participants will complete a MOIS search related to English, Language Arts, Reading.
5:50-6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1	Teacher-student	Lecture, small group interaction	1.1a Explain Michigan Model of Career Education and relate to life roles using overhead projector.	4:00-4:15
			1.1b Have participants complete worksheet on Michigan Model of Career Education	
2.1	Student-student	Small group interaction	2.1a Participants will brainstorm career education activities presently being employed in their classes.	4:15-5:00
			2.1b Small groups report results to large groups	
			2.1c Individually, identify an instructional unit and list expected student outcomes	
			2.1d As a small group, help participants relate how the "brainstorm" career education activities can be enforced in their classrooms.	
3.1	Student-student	Small group interaction	3.1a Give each participant several copies of CCEM units, explain organization of units	5:00-5:30
			3.1b Each participant will select at least three activities appropriate for use in his/her classroom.	
			3.1c Explain MOIS and demonstrate a step-by-step procedure for utilizing this material in the classroom.	5:30-5:50
			3.1d Have each participant complete a simulated MOIS search	

Specific Outcome	Resources	Evaluation	Comments
1.1	-20 copies of Michigan Model of Career Education -20 copies of Pontiac School District Career Education Model		
2.1	-40 sheets of newsprint -3 examples of Career Education activities for English, Language Arts, Reading		
3.1	-45 CCEM units -20 MOIS inventory worksheets -20 Microfiche user handbooks -20 MOIS Dictionary of Occupation Resource consultant Ms. Shirley Price Career Education Consultant Pontiac Public Schools		

WORKSHOP #25 - Art, Music

W O R K S H O P F O R M A T

Time Frame	Topic	General Outcome	Specific Outcome
4:00-4:30	Careers in Art	1. To know how to infuse Career Education Concepts into the Art curriculum with emphasis on art-related occupations.	1.1 Participants will be able to list steps sequentially for developing and/or selecting art infused activities.
4:30-5:55	Development, presentation and discussion of art infused activities	2. To know a variety of activities and strategies for relating career education to art.	2.1 Participants will be able to present and explain at least two art infused activities 2.2 Participants will be able to present and explain at least three available resources to use in infusing career education into the art curriculum.
		3. To apply knowledge gained in creating infused activities	3.1 Participants will demonstrate understanding of what must be accomplished by: a) completing three infused art activities to use in his/her classroom, b) selecting one of the above infused activities for presentation to total group
5:55-6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1	Teacher-student	Lecture-demonstration	1.11 Give participants step-by-step procedure for developing a unit and a specific lesson that infuse career education into art. 1.12 Show a variety of "student work" depicting the everyday lives of early Egyptians and indicate how past jobs are related to present art occupations. 1.13 Demonstrate "Puzzle Game" that utilizes terminology and art-related occupations	4:00-4:30
2.1	Teacher-student	Demonstration-small group interaction	2.11 On a large railroad board make a poster that lists all the careers that you can think of that relate to art in the following categories: fine arts, crafts, design, other. 2.12 You may divide, design, and decorate your poster in any organized and attractive way you wish. Suggestions to help you might include: the use of a symbol or two with each heading that could represent that category or a symbol for each career you think of (e.g.: camera for photographer, brush for painter, building for architect, or bowl for potter). 2.13 Be sure to leave some room under each category for additional career fields brought up when we share our work.	4:30-5:00

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	Teacher-student Student-student	Individual, small group interaction	2.1a On a second poster, list three careers from different categories. Under these careers divide your poster to allow you to list the following headings, and for you to begin to fill in the kinds of things these headings might speak to for those interested in the chosen career: - job description (what does this person do?) - education (schooling and special knowledge needed) - related business dealings (kinds of people relating to job satisfactions and pressures, where are customers, etc. - other	5:00-5:20
2.1	Teacher-student Student-student	Individual, small group interaction	2.1b (1) Make a poster that tells your good qualities (what you are like as a person, what you are good at doing, or the intelligence or skills you have) (2) Turn your paper vertically (long way up and down) (3) Use one of the following as a title for the poster: "Choose me, Hire me, Look at me." (4) Use 10 to 20 words neatly on the poster as a list or in sentences that tell all about your good qualities. (5) Draw a picture of yourself. It can be a portrait (face) or it can be you doing something that you have written about. (6) Make your poster neat and use no more than 5 colors. (7) Put your name on the back.	5:20-5:40

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1 cont			Follow up activities - Class recognition and discussion of individuals and their work. Discussion of good and bad qualities and what class thinks individuals might try to improve. Written work by students listing good and bad qualities in themselves and what they might like to change about themselves. Researching careers in advertising. 2.1c On your white paper make a poster as a sample for the classroom activity - you draw yourself and use your good points. Follow the same limitations given your kids (title, words, and picture).	
3.1	Student-student	Demonstration	3.1 Selected participants will volunteer to present and explain his/her infused art activity. All finished activities will be posted around the room for total group inspection and discussion.	5:40-5:55

Specific Outcome	Resources	Evaluation	Comments
1.1	-Student made art work (e.g., water color, paintings, weaving, crafts, relief prints, press-mold jewelry, etc.) -25 copies of "Art Puzzle" -2 poster boards per person (46) -46 sheets of 11 x 15 paper -pencils -magic markers -crayons -rulers Resource persons: Ms. Michelle Kinney Stark Elementary School Detroit Public Schools Mr. Richard Corbin Foch Middle School Detroit Public Schools		

WORKSHOP #26 - Vocational Education

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
4:00-5:15	Infusing Career Education into Industrial Education and Vocational Education	1. To know strategies and instructional activities that facilitate the infusion of career education concepts into industrial and vocational education classes.	1.1 At the end of the two hour workshop each participant will have identified at least three activities to be used in his/her classroom. 1.2 Each participant will be able to describe in detail how selected infusion activities will be used in his/her classroom.
5:15-5:50	Developing Infused Units for Industrial and Vocational Education	2. To know a systematic procedure for developing infused career education units.	2.1 Participants will be able to describe a step-by-step procedure for creating instructional units that infuse career education concepts into vocational and industrial education.
5:50-6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1 1.2	Teacher-student Student-student	Demonstration-individual and total group interaction	1.11 Participants will complete the "Values Clarification Exercise entitled Obituary"	4:00-4:15
			1.12 In small groups, each participant will share his/her obituary with group members	
			1.13 Facilitator will ask each group to share commonalities that appeared in small group obituaries.	
			1.21 Facilitator will explain the differences between vocational education and career education.	4:15-5:15
			1.22 Distribute and explain examples of career education lessons, activities, resources for additional activities to participants in small groups.	
			1.23 Participants will select one activity/idea that could be utilized in their classrooms.	
			1.24 Each participant will share with total group his/her plan for utilizing the selected activity in his/her classroom.	
			1.25 Repeat steps 1.23 and 1.24 until each participant has identified and explained three activities for use in his/her classroom.	

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	Teacher-student	Lecture-demonstration	2.11 Facilitator will distribute infused units to participants 2.12 Facilitator will explain the step-by-step procedure for developing infused units that relate to industrial and vocational education. 2.13 Using the worksheet provided by the facilitator, participants will develop in detail an infused unit (small group project).	5:15-5:50

Specific Outcome	Resources	Evaluation	Comments
1.1 1.2 2.1	-20 copies of the "Obituary" exercise -5 copies of the text "Values Clarification," Simon, et al. -5 copies of the following texts: -Career Education: Perspectives and Promise, Goldhammer, Taylor -Career Guidance, Campbell, et al. -Career Education: What Is It, Hoyt, et al. -10 copies Michigan Department of Education Manuals -Implementation Handbook -Implementator Handbook -Ideas for Activities - Teachers -Ideas for Activities - Counselors -40 copies of career education lessons and units		

WORKSHOP #27 - Business Education and Distributive Education

W O R K S H O P F O R M A T

Time Frame	Topic	General Outcome	Specific Outcome
4:00 - 4;10	Infusing Career Education Into the Distributive Education Content Area	1. To know and understand the benefits of Distributive Education classes and the ROLE of Distributive Education Clubs of America (D.E.C.A.)	1.1 Participants will be able to list 5 major functions of DE classes and D.E.C.A.
			1.2 Participants will be able to lis at least 8 service-related businesses and describe how they are related to D.E.
4:10-4:50		2. To know the benefits of various product packages and how service occupations are related to these products	2.1 To demonstrate the magnitude of occupations and career opportunit available for students with ability to be creative
4:50-5:50	Infusing Career Education Concepts Into Business Education	3. To Know infusion activities and strategies that relate career education to business education.	3.1 Given adequate resources, participants will develop a unit/lesson of instruction that infuses career education with business education.
5:50-6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1 1.2	Teacher-Student	Lecture	1.11 Explain the role and functions of the Distributive Education program and classes 1.12 Explain and discuss D.E.C.A. activities in Detroit's high schools as they relate to: -leadership development for students -Student self-assessment -Development of student public speaking skills -Vovational skills needed for D.E. related occupations	4:00 - 4:10
2.1	Teacher-Student Student-Student	Demonstration, small group interaction	2.11 Distribute "wheel" for Service Business exercise and newspaper ads 2.12 Use the back of exercise sheet to list the service business you find in the newspaper Be sure to list the name of the company and the page of the newspaper on which you found the ad. 2.13 Fill in the spokes of the "Wheel" with the different types of service businesses you found in your newspaper. 2.14 Participants will share their "Wheel" with total group	4:10 - 4:30

Specific Outcome	Tactic	Method	Activities	Time Sequence
2.1	Teacher-Student Student-Student	Demonstration, Small Group Interaction	2.21 Ask participants to write the term "Thought Starter" at the top of a sheet of paper	4:30 - 4:50
			2.22 Give participants a D.E. term, e.g., "Packaging"	
			2.23 Participants will list 3 questions about that term that they can answer	
			2.24 Participants will share questions with total group	
3.1	Student-Student	Individual, small group interaction	3.11 Distribute career education definitions and ask participants to create their own definition of career education	4:50 - 5:10
			3.12 Participants will share their definitions with total group	
			3.13 Distribute and explain Michigan Model of Career Education	
			3.21 Distribute instrument entitled "Check your Career Education IQ"	5:10 - 5:20
			3.22 Ask participants to complete instrument	
			3.23 Give answers and allow participants to rate themselves	
			3.24 In time allows, discuss individual items on check list	

Specific Outcome	Tactic	Method	Activities	Time Sequence
3.1	Student-Student	Individual, small group interaction	3.31 Distribute the following materials: -Common Goals of Michigan -Relating Roles to Goals -Student Exit Competencies	5:20 - 5:30
			3.32 Participants will complete worksheet on "Roles to Goals"	
			3.33 Participants will share "Roles to Goals" sheet with total group	
			3.34 Distribute and explain "Student Exit Competencies"; complete this sheet and share results with total group	
			3.41 Distribute the following materials: -Curriculum worksheet -Examples of Instructional Goals -List of Instructional Activities related to career education	5:30 - 5:50
			3.42 Each participant will complete one infusion lesson	

Specific Outcome	Resources	Evaluation	Comments
1.1	Suggested Questions for Discussion in Learning About "D.E.C.A."		
1.2	"Wheel" for Service Business Exercise		
2.1			
3.1	Common Goals of Michigan Career Education Sample Definitions Michigan Model of Career Education Check your Career Education IQ Student Exit Competencies Relating Roles to Goals Infusion Curriculum Worksheets Starter List of Potential Evaluation Strategies Examples of Permance Indicators		
	Resource Persons: One In-Service Coordinator Three Career Education Coordinators Mrs. Louise Stanton, D.E. Dept. Coordinator Northeastern High School, Detroit Public Schools Mrs. Delores Leonard, Instructor, Business Education Wayne State University		

WORKSHOP #28 - Physical Education and Health

W O R K S H O P F O R M A T

Time Frame	Topic	General Outcome	Specific Outcome
4:00 - 4:10	Infusing Career Education into Physical Education and Health	1. Participants will know and understand activities and strategies for infusing Career Education concepts into health and physical education.	1.1 Participants will be able to list and explain at least 5 infusion activities
4:10 - 5:10			1.2 Using Michigan Department of Education "Ideas for Activities" booklet and other appropriate resources, participants will select 3 activities and explain how these activities may be utilized in the classroom
5:10 - 5:50			1.3 Participants will demonstrate proficiency in at least 6 "Lifetime Sports"
5:50 - 6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1	Teacher-Student	Lecture - Demonstration	1.11 Give participants 1) a list of health, environmental and recreational careers; 2) a list of lifetime sports; and 3) a career bibliography.	4:00 - 4:10
1.2			1.12 Facilitator will explain and demonstrate the 5 activities listed below: Activity #1 -distribute "Scrambled Word Exercise" with jobs related to health occupations -participants will unscrambled words and report results to total group Activity #2 -distribute "Dr.Ogle O. Snoop Crossword Puzzle" with health service careers -ask participants to locate the health jobs contained in the crossword puzzle -participants will share completed puzzle with total group Activity #3 Purpose: For the individual to describe 3 motor skills he/she does well -Facilitator distributes "Motor Skills" checklist and instructs each participant to check in the appropriate column how they feel they do with each item listed. Facilitator asks each participant to share with the group those skills they have checked in the first column and to relate to the group why they feel this way.	4:10 - 5:10

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1 1.2	Teacher-Student	Lecture - Demonstration	Activity #4 Purpose: For the individual to identify (three) activities in which he or she works alone and (three) activities in which he or she is a member of a group. 3.1 (A) -Facilitator distributes "Activities" worksheet, and instructs the participants to check the appropriate column, that is, is this an activity that you do alone or in a group, and do I do this. -Facilitator then instructs group to add activities to their own worksheet (these may be individually or group generated) and to also check whether they are done alone or in a group. -Facilitator leads a group discussion to check on the accuracy of the participants check-off on the activities. Activity #5 Purpose: Students will guess what occupation has been (pinned or taped) to their backs. -Ahead of time, print a set of 3 x 5 cards with "people" type occupations and a set with "things" type occupations. These categories may be used as a clue for the students if you wish or discussed later. Do an example of what kinds of questions to ask. -Place cards on back of students. Students may ask each other only questions that can be answered by yes or no to find out what they are. When they find out, place on board. After everyone has discovered	4:10 - 5:10

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.3	Student-Student	Demonstration	1.13 Participants will demonstrate proficiency in at least 6 "Lifetime Sports" Facilitator will create 10 mini-stations where participants will be able practice and demonstrate proficiency in a specfic lifetime sport Mini-stations will include the following lifetime sports: archery, badminton, basketball bowling, golf, fishing, hockey, paddleball, ping pong, tennis, and volleyball. 1.14 Facilitator will give and explain to participants at least 10 additional activities that could be used to infuse career education concepts into health and physical eduction	5:10 - 5:50

Specific Outcome	Resources	Evaluation	Comments
1.1 1.2 1.3	- A list of Health, Envoronment and Recreation Occupations (25 copies) - List of Lifetime Sports - A Career Bibliography - "Scrambled Words" exercise - "Dr. Ogle D. Snoop" Health Service Wrokers exercise - "What Game Am I Playing" pantomime exercise - "Motor Skills" checklist - "Things to Do Along or in a Group" checklist - "What Am I" exercise - Pens and pencils - 40, 3 x 5 cards - pins or tape - Newsprint-employment wanted advertisements - paste - scissors - old magazines - mounting boards or poster boards - line score sheets from bowling alleys - equipment for team sports - equipment for lifetime sports - S.R.A. Occupational briefs - Career encyclopedia - Job application forms - Michigan Department of Education "Ideas for Activities - Teacher and Counselors		

Specific Outcome	Resources	Evaluation	Comments
1.1 1.2 1.3	Additional Resource / Activities - Survey of job available - Collage of Professional Sports or Health Career exercise - I'm Better than Walt Frazier exercise - Figures and Bowling - Health Simulation exercise - Professional Sports -- Entertainment or Business exercise - Team Sports and Team Work - Health Career exercise - Community Health Clinic exercise Team Skills exercise - Health Career Opportunities exercise - Consultants: Mr. Howard Little, P.E, Teacher Remus Robinson Middle School		

WORKSHOP FORMAT

Time Frame	Topic	General Outcome	Specific Outcome
4:00 - 5:00	Infusing Career Education Into Counseling	1. To understand the role and function (s) of counselors regarding the infusion of career education concepts into counseling services	1.1 Given a list of 15 functions for career counselors, participants will be able to list and explain at least 5 functions
			1.2 Given a list of common problems encountered by counselors in elementary, middle and high schools, participants will be able to identify, 1) specific solutions, 2) list the consequences of each solution, and 3) select the most appropriat solution for their respective situation (e.g. elementary, middl school or high school).
5:00 - 5:50	Career Counseling: Role of Public School Counselors, Administrators, Teachers and Parents	2. To know methods and procedures that parents, teachers, counselors and administrators could use to facilitate career awareness, exploration and planning for public school students	2.1 Each respective group (i.e., parents, teachers, counselors, administrators) will be able to list and describe at least 3 procedures/methods/activities that they could use to help broaden student awareness of the world of work
5:50 - 6:00	Summary		

Specific Outcome	Tactic	Method	Activities	Time Sequence
1.1 1.2	Teacher-Student	Lecture	1.11 Facilitator will list on the board and describe the role and functions of counselors as it relates to infusing career education concepts into counseling services.	4:00 - 4:30
			1.12 Facilitator will divide participants into small groups. All groups will contain parents, teachers, administrators and counselors. Small group will generate questions related to tasks and functions of counselors.	
			1.21 Working in small groups participants identify problems related to the role and function of counselors; generate possible solutions to selected problems; list consequences of each solution; and select the most appropriate solution.	4:30 - 5:00
2.1	Teacher-Student Student-Teacher	Mini-lecture, small group interaction	2.11 Facilitator will divide participants into groups according to their role in the school (i.e., parents, teachers, administrators, counselors, others).	5:00 - 5:30
			2.12 Each group will brainstorm activities/ methods which could be used by that group to broaden student awareness of the world of work.	
			2.13 Each group will identify "How counselors can assist them" in carrying the tasks listed in 2.12.	
			2.14 Small group reports will be shared with total group	5:30 - 5:50

Specific Outcome	Resources	Evaluation	Comments
1.1	- 15 functions of career counselors (60 copies)		
1.2	- Problem solving procedures (60 copies)		
2.1	- magic markers - newsprints - paper - pencils - masking tape Resource persons: 4 career education coordinators 1 in-service coordinator 1 consultant (Mrs. Shirley Fisher Dallas Public Schools Dallas, Texas)		